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# AOS 77 REGIONAL TECHNOLOGY PLAN

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Alexander Elementary School  
Charlotte Elementary School  
Eastport Elementary School  
Lubec Consolidated School  
Perry Elementary School  
Pembroke Elementary School  
Shead High School

## **AOS Team Members**

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## **I. Shared Vision**

Our schools understand the place that technology has in the education of our students and their preparation for adult life. Therefore, we have developed the following goals in our shared educational vision:

Understanding unique learning styles, we will create a technology environment where self-learning is encouraged.

We will strive to minimize educational distraction through the use of monitoring and filtering of our individual networks

We will encourage greater student peer to peer collaboration in the classroom through the use of technology.

We will provide educators with the technology tools and resources that they need to engage their classrooms.

We will periodically assess our integration of technology within each school to accomplish the goals above while communicating with student guardians and the community concerning our progress.

As an AOS, we understand that we have a blend of different technologies that facilitate self-learning. The technology environment will encourage self-learning through the use of applications and/or emerging technology. Some of these technologies such as 3-D printers or other similar technologies will assist tactile learners in the classroom. We will strive to provide applications that engage students in education that are both fun and interactive.

While we understand the many ways technology aids our students in learning, we are also aware that if not properly deployed or used technology can also become a distraction to student education. Therefore, we will seek to minimize educational distractions for our students to the best of our ability. We will accomplish this goal with the use of filtering technologies such as network firewalls and device restrictions. Breaches of security or filtering will be dealt in a timely manner and in a method that complies with our regional technology violations policies and procedures.

Educational Institutions should always be a place where students are encouraged to interact, not only with staff and faculty, but also with their peers. Accordingly, we will strive to provide our students with the opportunity to collaborate in the classroom through the use of unique applications. One application of this technology is student collaboration on writing and visual presentations. We believe that student collaboration will assist our students in improving academically, but also socially.

In order to better assist educators in their educational goals, we will provide opportunities for education in the use of technology on a district level. Currently we have Maine Learning Technologies that supports our use of MLTI devices and conducts periodic training. It has come to the attention of this group that more educational opportunities need to be provided at a regional level. Therefore, we will have periodic local and regional technology trainings. We will do many of these trainings at a centralized location while making the trainings available to other locations through the use of video conferencing.

No goals can be reached without an understanding of where we stand with our technology integration. As an AOS, we will ensure regional and local communication throughout the year. These communications will use the technology infrastructure that we possess in the form of email, or web based video conferencing. These communications will help us to better assess where we are or are not reaching our technology goals and how we can improve both on a local level and as a district.

## **II. Shared Leadership**

Our Shared Leadership is composed of the Superintendent; Regional Technology Coordinator; School Committees; Principals; and Local Technology Coordinators\Directors. Our leadership is both local and regional. At our regional level is our Superintendent; AOS School Committee; and Regional Technology Coordinator, whereas at our local level are our Principals, School Committees; and Local Technology Coordinators. The workflow of our technology integration will go through the regional leadership with the consensus of the local leadership.

The Regional Technology Coordinator is not an employee of the AOS, but fulfills the duties of providing training; limited technical support; and resources to the individual schools in the AOS. He\She will coordinate with the Superintendent with the implementation of enforcement of the technology guidelines and plans. The Regional Technology Coordinator will do periodic web conference or local faculty and staff trainings. Many of these trainings will be conducted from Eastport Elementary School and Shead High School. Furthermore, the Regional Technology Coordinator will assist in the implementation of App deployment and network setup and maintenance. Moreover, to accommodate the technology needs of the individual schools, the Regional Technology Coordinator will be in communication with the Local Technology Coordinators\Directors concerning the implementation and goal assessments of this technology plan. As the Regional Technology Coordinator, is the Local Technology Director for Eastport Elementary and Shead High Schools, the primary point of contact for most issues will be the Local Technology Coordinators\Directors.

The Local Technology Coordinator is the main point of contact for the local school for all technology needs or concerns. This person will coordinate with the principal of the local school to implement technology solutions for students, staff, and faculty. They will be in charge of dispersing devices to students at the beginning of the school year; collecting devices at the end of each school year; identifying local technology needs and issues; address basic troubleshooting needs with escalation to the Regional Technology Coordinator or MLTI for intensive troubleshooting; adding hosts to the network; and general maintenance of device inventory. The Local Technology Coordinator will also seek feedback from student and staff on software and device needs and will coordinate this with the Regional Technology Coordinator as needed.

### **Section III: District Learning Technology Data and Action Plan**

As members of AOS 77, we have compiled all of the data from across the AOS to observe a picture of our overall use of technology. The data that is presented in the next several pages reflects the results of the survey that was conducted for grades 7-12.

There have been discrepancies in the data that has been collected. There is some discrepancies between the Brightbytes reports that are a part of this action plan and the next several pages that follow due to one or more schools including lower grades in their surveys. Furthermore, we have noticed that there are, at times, large discrepancies between the data from the student and staff responses.

## General Use of Technology

While it is unclear as to why many staff have responded that they use technology less frequently than students report, it seems clear from the survey results that technology use is quite high throughout the AOS. There are areas, however, where we can integrate the use of student devices into the regular instruction. Upon investigation, it has become clear that some teachers and staff are not as comfortable as others in the use of technology in the classroom. As an AOS, we are seeking to highlight how technology can be used in a greater capacity. This will be done through staff meetings and periodic trainings.

### Teacher-reported frequency of student computer use in the classroom

#### Aos 77

FRAMEWORK: Technology & Learning

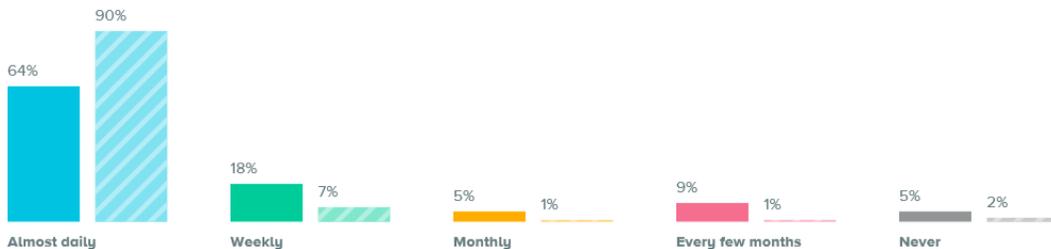
DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Frequency Of Computer Use In The Classroom



 COMPARE

 **Teachers**  
Solids

 **Students**  
Stripes



#### Why This Matters

The problems of the digital divide, wherein wealthier students have more technology and access to high-speed internet than students living in poverty, makes access and use of student computers in the classroom all more important (Barone, 2012).

#### Citation

Barone, D. (2012). Exploring home and school involvement of young children with web 2.0 and social media. *Research in the Schools*, 19(1), 1-11.

## e-Portfolio

There was confusion over what an e-Portfolio is. We seek to correct the misunderstanding on what an e-Portfolio is and how it can be created. This will be an area that will require us to introduce the topic and offer some training to educators.

### Teachers ask students to create e-Portfolios

#### Aos 77

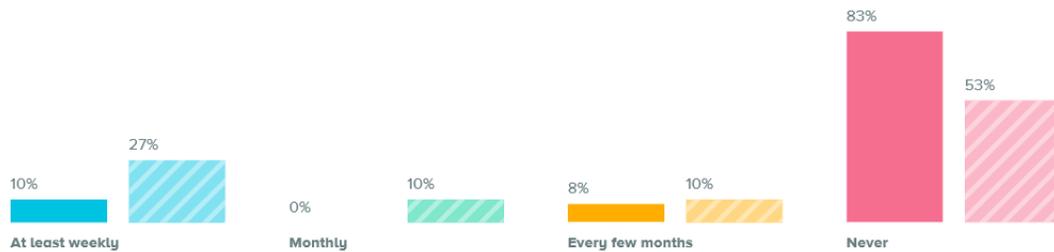
FRAMEWORK: Technology & Learning

DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Communication



 COMPARE

 Teachers  
Solids

 Students  
Stripes



#### Why This Matters

Electronic portfolios can be “especially advantageous for at-risk children” because they can house a variety of multimedia products that allow a greater range of choice for students to showcase growth and knowledge (Meyer et al., 2010).

#### Citation

Meyer, E., Wade, A., Pillay, V., Idan, E., & Abrami, P. (2010). Using electronic portfolios to foster communication in K-12 classrooms. In Black, E. (Ed.), *The dynamic classroom: Engaging students in higher education* (125-134). Madison, WI: Atwood Publishing.

## Education in the Classroom

### A. Student Feedback and Collaboration

The survey results have shown that our AOS needs to improve greatly in the areas of collaboration and the type and quantity of feedback. We recognize that a diversified learning experience is vital to our students' learning needs. As a result, we recognize that much greater training opportunities and awareness is necessary.

<b>Interventions and Next Steps</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Increase digital collaboration among teachers and administration both at the local schools and regionally because we recognize that collaboration first starts among colleagues	School Administration and/or District Technology Coordinator	During monthly staff meetings and quarterly District Technology Meetings
Provide Training on web tools, online collaboration, and feedback to teachers and students.	Local Technology Director\ Regional Technology Coordinator	Short segments of training during or after monthly staff meetings as necessary and classroom sessions with students as can be facilitated.

## Teachers ask students to get feedback online from someone other than them

### Aos 77

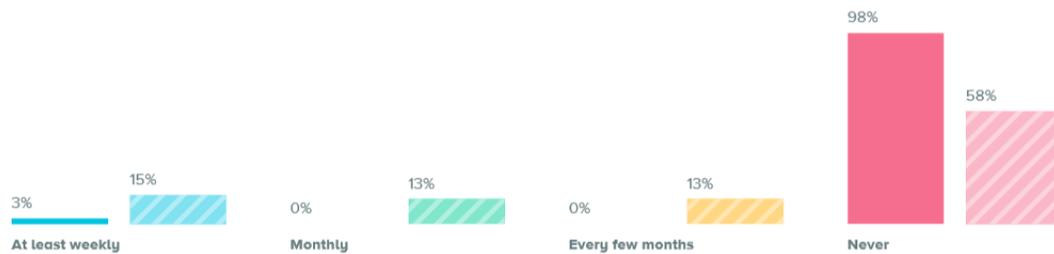
FRAMEWORK: Technology & Learning

DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Communication



COMPARE

Teachers  
Solids

Students  
Stripes

### Why This Matters

“One of the most potentially powerful tools is in-class formative assessments that provide real-time feedback on what students know and understand” (Bushweller, 2014).

#### Citation

Bushweller, K. (2014). Digital advances reshaping K-12 testing. *Education Week*, 33(25). Retrieved from <http://www.edweek.org/ew/articles/2014/03/13/25execsum.h33.html?intc=EW>



## Teachers ask students to receive feedback from others in the classroom

### Aos 77

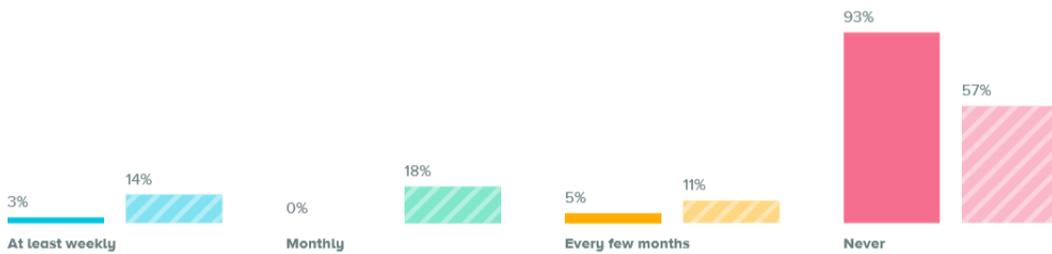
FRAMEWORK: Technology & Learning

DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Communication



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Teachers  
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Students  
Stripes

### Why This Matters

Students in one study agreed that the “diversity and creativity” offered by working in peer groups far outweighed that which is attainable when working alone (Chao & Lo, 2011).

#### Citation

Chao, Y.C.J., & Lo, H.C. (2011). Students’ perceptions of wiki-based collaborative writing for learners of English as a foreign language. *Interactive Learning Environments*, 19(4), 395-411.



## Teachers ask students to use chat or video chat applications

### Aos 77

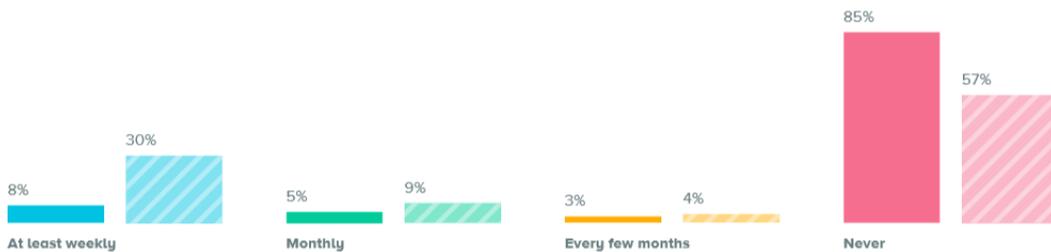
FRAMEWORK: Technology & Learning

DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Communication



COMPARE

Teachers  
Solids

Students  
Stripes



### Why This Matters

Students can now compose messages without knowing sound-symbol relationships; rather, they can speak and have their message recorded and then sent as a message, allowing them to participate in social media and communicate with others at even younger ages (Barone, 2012).

#### Citation

Barone, D. (2012). Exploring home and school involvement of young children with web 2.0 and social media. *Research in the Schools*, 19(1), 1-11.

## Teachers ask students to use web tools to receive online information

### Aos 77

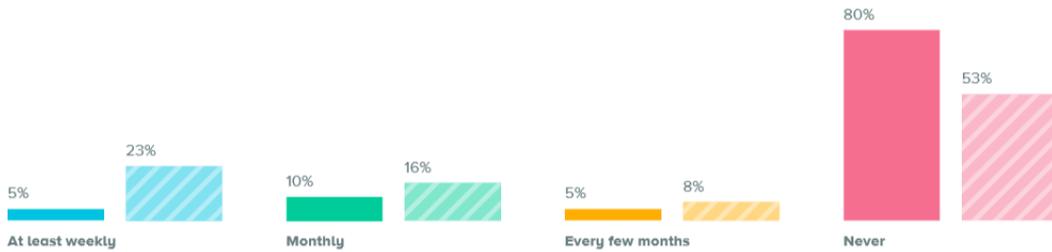
FRAMEWORK: Technology & Learning

DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Communication



COMPARE

Teachers  
Solids

Students  
Stripes

### Why This Matters

"To take advantage of online educational opportunities, people need to have a good understanding of how knowledge is constructed and how it represents reality and articulates a point of view" (Hobbs, 2010).

#### Citation

Hobbs, R. (2010). *Digital and media literacy: A plan of action* [White paper]. The Aspen Institute. Retrieved from [http://www.aspeninstitute.org/files/Digital\\_and\\_Media\\_Literacy\\_A\\_Plan\\_of\\_Action.pdf](http://www.aspeninstitute.org/files/Digital_and_Media_Literacy_A_Plan_of_Action.pdf)

## Teachers ask students to write online

### Aos 77

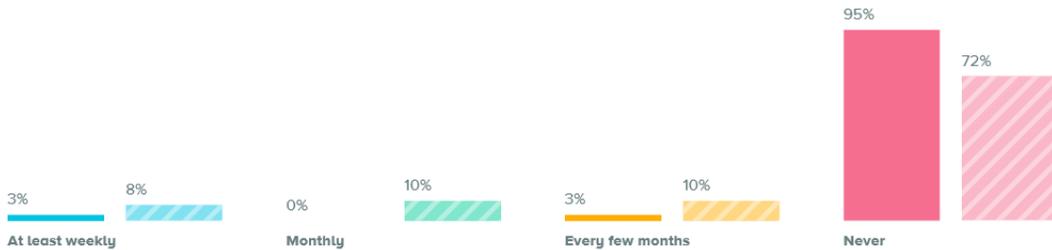
FRAMEWORK: Technology & Learning

DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Communication



 COMPARE

 **Teachers**  
Solids

 **Students**  
Stripes



### Why This Matters

Digital communication increases student engagement by connecting them with a broader “real world” audience and encouraging collaboration (Purcell et al., 2013).

#### Citation

Purcell, K., Buchanan, J., & Friedrich, L. (2013). *The impact of digital tools on student writing and how writing is taught in schools*. Retrieved from <http://www.pewinternet.org/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/>



## Teachers ask students to collaborate online with classmates

### Aos 77

FRAMEWORK: Technology & Learning

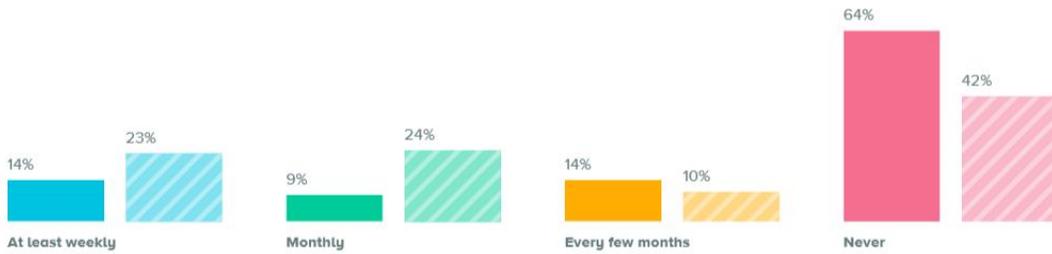
DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Collaboration



COMPARE

Teachers  
Solids

Students  
Stripes



### Why This Matters

Opportunities to collaborate digitally foster better teamwork skills (Purcell et al., 2013).

#### Citation

Purcell, K., Buchanan, J., & Friedrich, L. (2013). *The impact of digital tools on student writing and how writing is taught in schools*. Retrieved from <http://www.pewinternet.org/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/>



## Teachers ask students to collaborate online with students at other schools

### Aos 77

FRAMEWORK: Technology & Learning

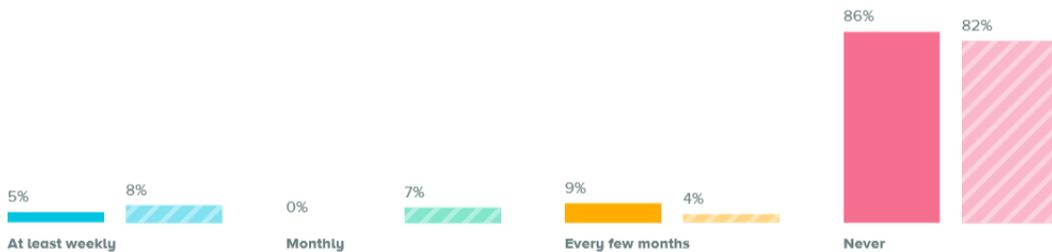
DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Collaboration

DATA FROM: Jan 1, 2017 To Present

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade



COMPARE

Teachers  
Solids

Students  
Stripes

### Why This Matters

"Online collaboration contributes to improved graduation rates and other academic improvements," allowing students to connect with a much wider audience than the face-to-face interactions in their own classrooms (Greaves et al., 2010).

#### Citation

Greaves, T., Hayes, J., Wilson, L., Gielniak, M., & Peterson, R. (2010). The technology factor: Nine keys to student achievement and cost-effectiveness. Shelton, CT: MDR.



## Teachers ask students to collaborate online with students at other schools

### Aos 77

FRAMEWORK: Technology & Learning

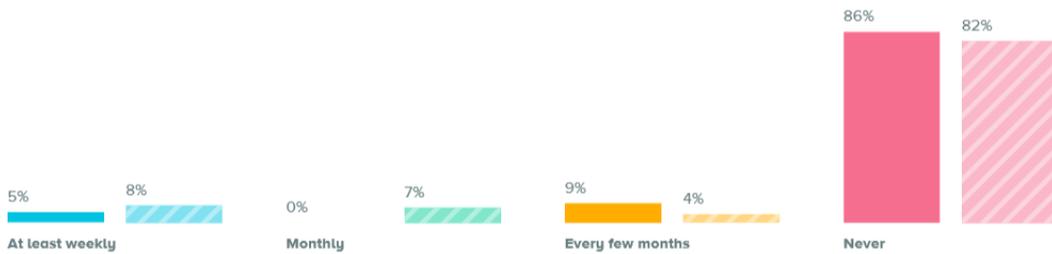
DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Collaboration

DATA FROM: Jan 1, 2017 To Present

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade



COMPARE

Teachers  
Solids

Students  
Stripes



### Why This Matters

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Greaves, T., Hayes, J., Wilson, L., Gielniak, M., & Peterson, R. (2010). The technology factor: Nine keys to student achievement and cost-effectiveness. Shelton, CT: MDR.



## Teachers ask students to collaborate online with classmates

### Aos 77

FRAMEWORK: Technology & Learning

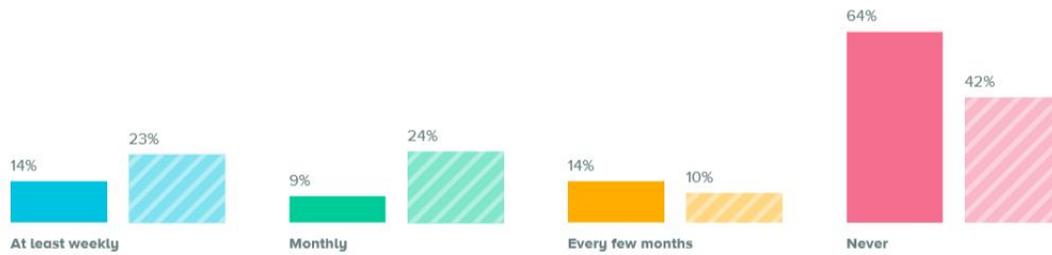
DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Collaboration



COMPARE

Teachers  
Solids

Students  
Stripes



### Why This Matters

Opportunities to collaborate digitally foster better teamwork skills (Purcell et al., 2013).

#### Citation

Purcell, K., Buchanan, J., & Friedrich, L. (2013). *The impact of digital tools on student writing and how writing is taught in schools*. Retrieved from <http://www.pewinternet.org/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/>

## B. Critical Thinking and Use of Media

The survey highlighted that our schools have been doing well in the use of multimedia in the classroom. While the survey results would seem to indicate a large discrepancy in the data between the students and teachers upon closer inspection it was realized that how data collection and analysis was defined by the teachers as well as what subject the teachers taught certainly skewed the results. A math or science teacher would respond differently to these questions than an English or Foreign Language Teacher. Greater awareness in the future of what the terms mean will help greatly in getting more accurate results. In contrast to the results for critical thinking, the multimedia use seems to have been fairly high throughout the AOS. However, there have been some areas where the AOS is lacking in terms of multimedia use. While we can improve in our use of animations and other non-traditional media, students are being challenged to use video and still photography in assignments.

<b>Interventions and Next Steps</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Encourage Community Involvement in areas of the arts and multimedia	Administration and Art Teacher	At least twice per year depending on school's ability.
Develop a program to increase the use of technology in current arts program at each school.	Local Technology Director, Art Teacher	To be done on a monthly basis at minimum and working to progress toward the use of technology on a consistent weekly basis.
Increase collaboration between faculty in the AOS in the area of multimedia usage.	District Technology Director, Faculty with a large emphasis on the art programs.	At least once per year

## Teachers ask students to collect and analyze data

### Aos 77

FRAMEWORK: Technology & Learning

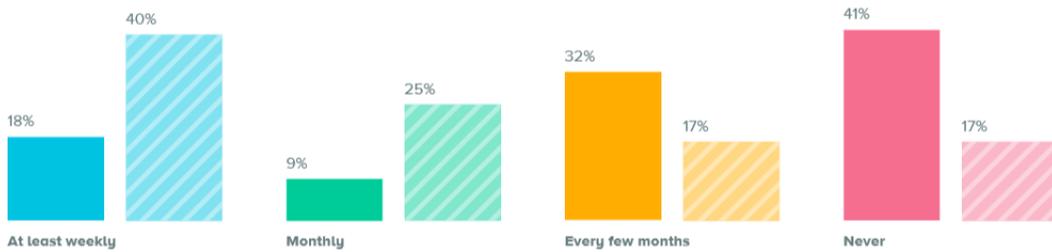
DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Critical Thinking



COMPARE

Teachers

Solids

Students

Stripes

### Why This Matters

"Providing opportunities for students to design and implement their own investigations" can be challenging, but it offers student an opportunity to take part in what is done in the world beyond the classroom walls (Dorph et al., 2011).

#### Citation

Dorph, R., Shields, P., Tiffany-Morales, J., Hartry, A., & McCaffrey, T. (2011). High hopes—few opportunities: The status of elementary science education in California. Sacramento, CA: The Center for the Future of Teaching and Learning at WestEd. Retrieved from [http://www.lawrencehallofscience.org/sites/lawrencehallofscience.org/files/use\\_jnoe/ScienceFullReportweb.pdf](http://www.lawrencehallofscience.org/sites/lawrencehallofscience.org/files/use_jnoe/ScienceFullReportweb.pdf)



## Teachers ask students to conduct experiments or perform measurements

### Aos 77

FRAMEWORK: Technology & Learning

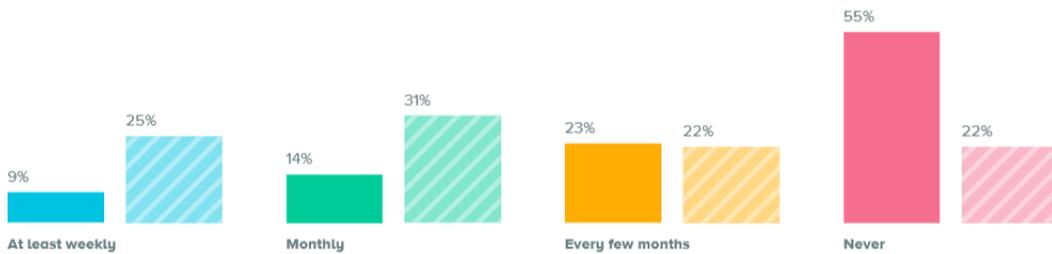
DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Critical Thinking



### Why This Matters

Students who engage in virtual labs have access to scientific phenomena at the microscopic and atomic level, often through 3D models and animations. This provides access that would not be available using typical classroom tools (Dede, 2013).

#### Citation

Dede, C. (2013). Engaging students via immersion in virtual worlds and augmented realities. Cengage Learning. Retrieved from [http://blog.cengage.com/top\\_blog/engaging-students-via-immersion-in-virtual-worlds-and-augmented-realities/](http://blog.cengage.com/top_blog/engaging-students-via-immersion-in-virtual-worlds-and-augmented-realities/)

## Teachers ask students to identify and solve authentic problems

### Aos 77

FRAMEWORK: Technology & Learning

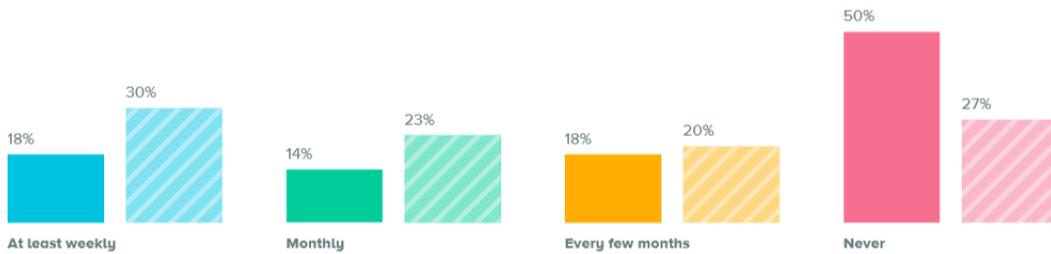
DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Critical Thinking

DATA FROM: Jan 1, 2017 To Present

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade



COMPARE

Teachers  
Solids

Students  
Stripes

### Why This Matters

As manufacturing and unskilled labor positions decline, the need for employees with 21st century skills such as critical thinking and problem solving increases (Adobe, 2011).

#### Citation

*Beating the odds: Keeping kids in school with career technical education and Adobe certifications* [White Paper]. (2011). Adobe Career and Technical Education. Retrieved from <http://www.images.adobe.com/content/dam/Adobe/en/education/pdfs/edu-k12-cte-beating-the-odds-whitepaper.pdf>

## Teachers ask students to conduct research

### Aos 77

FRAMEWORK: Technology & Learning

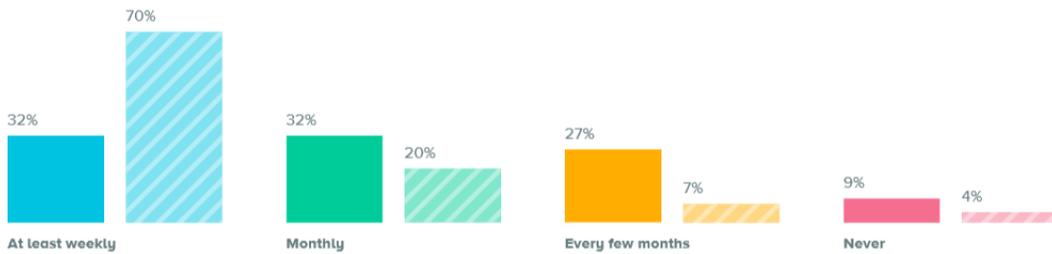
DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Critical Thinking



COMPARE

Teachers  
Solids

Students  
Stripes

### Why This Matters

Conducting research about topics that interest students results in student-investment in the work and the use of higher-order thinking skills to integrate new and prior knowledge (Heckenlaible, 2008).

#### Citation

Heckenlaible, C. (2008). The research paper: Engaging students in academic writing. National Writing Project. Retrieved from <http://www.nwp.org/cs/public/print/resource/2512>



## Teachers ask students to create animations, demonstrations, models, or simulations

### Aos 77

FRAMEWORK: Technology & Learning

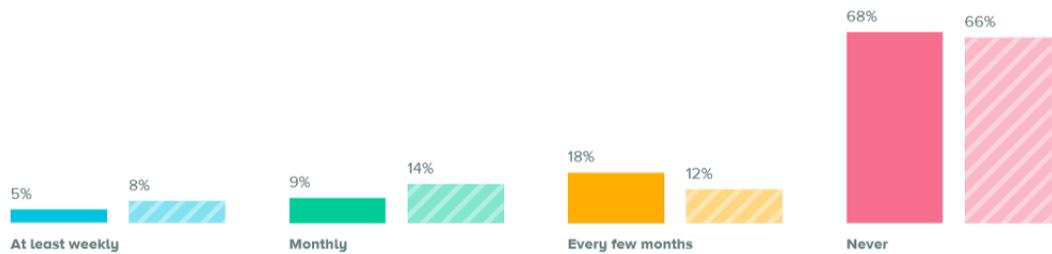
DATA FROM: Jan 1, 2017 To Present

DOMAIN: Classroom

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Creativity



COMPARE

Teachers  
Solids

Students  
Stripes



### Why This Matters

In the real world there is often more than one route to solving a problem; likewise, with simulations teachers can create complex problems and allow students to find different ways through (Bushweller, 2014).

#### Citation

Bushweller, K. (2014). Digital Advances Reshaping K-12 Testing. *Education Week*, 33(25). Retrieved from <http://www.edweek.org/ew/articles/2014/03/13/25execsum.h33.html?intc=EW>

## Teachers ask students to develop or present multimedia presentations

### Aos 77

FRAMEWORK: Technology & Learning

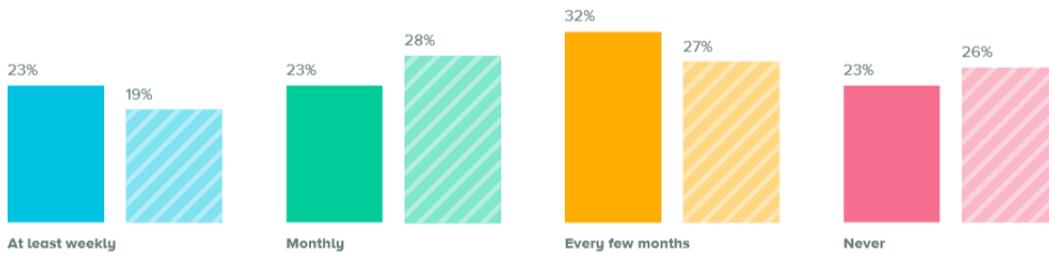
DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Creativity

DATA FROM: Jan 1, 2017 To Present

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade



COMPARE

Teachers  
Solids

Students  
Stripes

### Why This Matters

Effective use of multimedia presentations combines both visual and auditory channels, allowing the brain to process and store more information (SEG Research, 2008).

#### Citation

SEG Research. (2008). *Understanding multimedia learning: Integrating multimedia in the K-12 classroom*. Retrieved from [https://www.brainpop.com/new\\_common\\_images/files/7676426\\_BrainPOP\\_White\\_Paper-20090426.pdf](https://www.brainpop.com/new_common_images/files/7676426_BrainPOP_White_Paper-20090426.pdf)

## 📷 Teachers ask students to use a digital camera (photo or video)

### Aos 77

FRAMEWORK: Technology & Learning

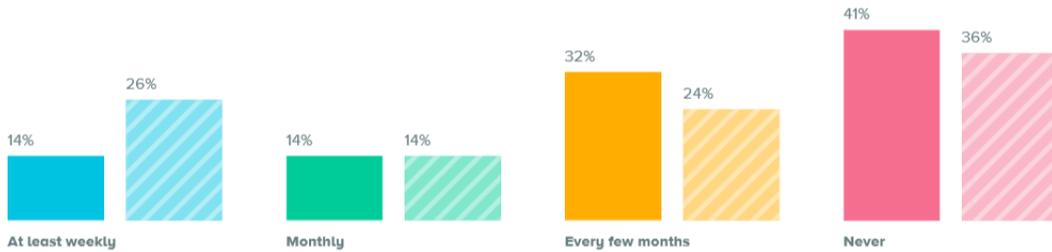
DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Creativity

DATA FROM: Jan 1, 2017 To Present

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade



### Why This Matters

Multimodal presentations challenge and engage students in new and creative ways, requiring them to extend and develop their learning, ultimately fostering collaboration and bolstering their confidence with digital technologies (Gresham, 2014).

#### Citation

Gresham, P. (2014). Fostering creativity through digital storytelling. *English Teachers Association of NSW*, 1, 47-57.



## Teachers ask students to create and upload art, music, movies, or webcasts

### Aos 77

FRAMEWORK: Technology & Learning

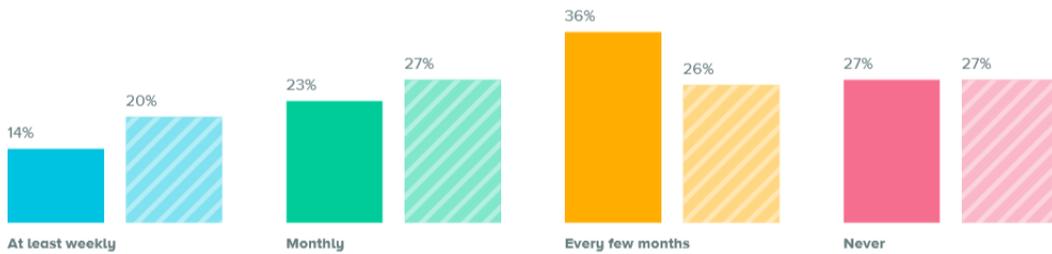
DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Creativity

DATA FROM: Jan 1, 2017 To Present

FILTERED TO: 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade



COMPARE

Teachers  
Solids

Students  
Stripes

### Why This Matters

In an increasingly automated world, skills such as creativity, synthesis, and problem solving will be in great demand in the workplace (Pew Research Center, 2014).

#### Citation

Pew Research Center. (2014). *AI, robotics, and the future of jobs*. Retrieved from <http://www.pewinternet.org/files/2014/08/Future-of-AI-Robotics-and-Jobs.pdf>

### C. Digital Citizenship

Digital Citizenship is a very important skill that our AOS schools need to instill in our students. Unfortunately, from the results of the survey regarding Digital Citizenship, students are not being regularly taught how to behave online. The results of the digital citizenship portion of the survey are highlighted in two attached reports from Brightbytes (21<sup>st</sup> Century Learning and the Curriculum Report). Perhaps the reason that it has been deemphasized is because students are primarily told not to use social media sites while in school. However, we must address responsible use of social media even when it is not being regularly used within the classroom as our educators seek to instill life skills into our students.

<b>Interventions and Next Steps</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Encourage community involvement in modeling proper citizenship skills both in social media and in everyday life.	Administration	As frequently as possible with a minimum of twice a year.
Provide Resources for Teachers to teach on digital citizenship	Local Technology Directors, and Administration	At least quarterly with the aim of monthly interactions concerning this topic.
Encourage Parental Awareness concerning this topic through newsletters and regular letters home from the school.	Administration and in some cases student newsletter contributors	At least monthly

### Network and Device Access

The survey has shown that our schools have a high degree of access to technology both in the home and at school. This degree of access is shown in two reports from Brightbytes (Infrastructure at Home and Infrastructure at School). It is important that we continue in the process of increasing access at school so that an ever-greater number of students can succeed. We also can seek to ensure that our network infrastructure remains up to date as we seek to provide more reliable network speeds. This is and will continue to be accomplished with the assistance of Network Maine.

## Faculty Training and Observations

The survey has emphasized the need for observation and training in the use of technology within the classroom. The Brightbyte reports, Supervisory Report and Professional Development, illustrate that many of our teachers are not given the proper training and attention that they need to succeed in teaching the use of technology. It is the intent of our AOS to improve this through some district wide collaboration.

<b>Interventions and Next Steps</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Schedule MLTI professional development trainings	Local Technology Director	At least once per semester
As part of our monthly staff meetings, we must set aside time to train on certain skills and as time provides work one on one with teachers in and outside of the classroom time.	Local Technology Director and/or Regional Technology Coordinator	Monthly and as needed
Increase awareness among administrators regarding the need for technology benchmarks in our classroom observations.	Local Technology Director and/or Regional Technology Coordinator	At least once per semester

## Technical Support

The survey has highlighted a need for better technology support for our staff and students. This has been emphasized in the Brightbytes report, Technology Support, which is attached to this document. Only about one quarter of our teachers believe that our technical support is sufficient. Even though we have resources like Network Maine and MLTI, our local level of support seems to be lacking even in cases where a technology coordinator has been present. Further training and mutual district support is needed to address these problems.

<b>Interventions and Next Steps</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Increase knowledge of basic troubleshooting to minimize escalations to MLTI or Network Maine that can take large amounts of time and may be unnecessary.	Regional Technology Coordinator	Trainings with Local Technology Directors should happen at least on a bimonthly basis.
Develop a reporting system for network or device issues.	Administration, Regional Technology Coordinator, and Local Technology Coordinator	To be developed before the start of the 2017-2018 School Year

**STUDENT COMPUTER AND INTERNET USE AND INTERNET SAFETY**

Each AOS 77 member school's student devices, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops, iPads, and tablets issued directly to students, whether they are used at school or off school premises.

Compliance with AOS 77 policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. The building principal is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The building principal's decision shall be final.

Violations of this policy and AOS 77's device and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

Each AOS 77 member school's computers remain under the control, custody, and supervision of the school at all times. The AOS 77 member school's monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

**INTERNET SAFETY**

AOS 77 member schools use filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although our schools takes precautions to supervise and monitor student use of the Internet, parents should be aware that the AOS 77 member schools cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and

rules, including access to objectionable materials and communication with persons outside of the school. The AOS 77 member schools are not responsible for the accuracy or quality of information that students obtain through the Internet.

In the interest of student Internet safety, AOS 77 member schools also educate students about online behavior, including interacting with other people on social networking sites and in chat rooms, the dangers of engaging in “hacking” and other unlawful online activities, and issues surrounding “sexting” and cyberbullying awareness and response.

The Superintendent /designee shall be responsible for integrating age-appropriate Internet safety training and “digital citizenship” into the curriculum and for documentation of Internet safety training.

### **IMPLEMENTATION OF POLICY AND “ACCEPTABLE USE” RULES**

The Superintendent/designee shall be responsible for implementation of this policy and the accompanying “acceptable use” rules. Superintendent/designee may implement additional administrative procedures or school rules consistent with Board policy to govern Internet access and the day-to-day management, security and operations of the AOS 77 member school’s computer and network systems and to prevent the unauthorized disclosure, use and dissemination of personal information regarding minors.

Students and parents shall be informed of this policy and the accompanying rules through student handbooks, the school website, and/or other means selected by the Superintendent.

Legal Reference:     20 USC § 677 (Enhancing Education through Technology Act)  
                              47 USC § 254(h)(5) (Children’s Internet Protection Act)  
                              47 CFR § 54.52 (Children’s Internet Protection Act Certifications)  
                              Federal Communications Commission Order and Report 11-125,  
                              (August 10, 2011)

Cross Reference:     EGAD - Copyright Compliance  
                              GCSA - Employee Computer and Internet Use

IJNDB-R - Student Computer and Internet Use Rules  
IJND – Distance Learning Program

**School Committee**

First Reading

Adopted 8/16/2017

## **STUDENT COMPUTER AND INTERNET USE RULES**

These rules accompany Board policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving AOS 77 member school's computers (including I-Pads and laptops issued to students), networks, and Internet services, and for his/her computer files, passwords, and accounts.

These rules provide general guidance concerning the use of the AOS 77 member school's computers and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students, parents, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact the building principal or the Technology Coordinator.

### **A. Acceptable Use**

The AOS member school's computers and/or student devices, networks, and Internet services are provided for educational purposes and research consistent with each AOS member school's educational mission, curriculum, and instructional goals.

All AOS Member School Board policies, school rules, and expectations concerning student conduct and communications apply when students are using computers, whether the use is on or off school property.

Students are also expected to comply with all specific instructions from school administrators, school staff or volunteers when using the AOS 77 member school's computers.

**B. Consequences for Violation of Computer Use Policy and Rules**

Compliance with the AOS 77 member school's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may, after having been given the opportunity to respond to an alleged violation, have their student device privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and or legal action.

Each building principal shall have final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record, and any other relevant factors.

**C. Prohibited Uses**

Examples of unacceptable uses of AOS 77 member school's computers and/or tablets that are expressly prohibited include, but are not limited to, the following:

1. **Accessing or Posting Inappropriate Materials** – Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal materials or engaging in “cyber bullying;”
2. **Illegal Activities** – Using the AOS 77 member school's computers and/or tablets, networks, and Internet services for any illegal activity or in violation of any Board policy or school rules. Each AOS 77 member school assumes no responsibility for illegal activities of students while using school computers;

3. **Violating Copyrights** – Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner’s permission (see Board policy/procedure EGAD – Copyright Compliance). The AOS 77 member school assumes no responsibility for copyright violations by students;
4. **Copying Software** – Copying or downloading software without the express authorization of each AOS 77 member school’s Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. Each AOS 77 member school assumes no responsibility for illegal software copying by students;
5. **Plagiarism** – Representing as one’s own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified;
6. **Non-School-Related Uses** – Using the AOS 77 member school’s computers and/or tablets, networks, and Internet services for any personal reasons not connected with the educational program or assignments;
7. **Misuse of Passwords/Unauthorized Access** – Sharing passwords, using other users’ passwords, and accessing or using other users’ accounts;
8. **Malicious Use/Vandalism** – Any malicious use, disruption or harm to the AOS 77 member school’s computers and/or tablets, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and

9. **Unauthorized Access to Blogs/Chat Rooms/Social Networking Sites**  
– Accessing blogs, chat rooms or social networking sites to which student access is prohibited.

D. **No Expectation of Privacy**

AOS 77 member school computers remain under the control, custody, and supervision of the AOS 77 member school at all times. Students have no expectation of privacy in their use of school computers and/or devices, including email, stored files, and Internet access logs.

E. **Compensation for Losses, Costs, and/or Damages**

The student and his/her parents are responsible for compensating the AOS 77 member school for any losses, costs, or damages incurred by the AOS 77 member school for violations of Board policies and rules while the student is using AOS 77 member school computers and/or tablets, including the cost of investigating such violations. The AOS 77 member school assumes no responsibility for any unauthorized charges or costs incurred by a student while using AOS 77 member school computers.

F. **Student Security**

A student is not allowed to reveal his/her full name, address or telephone number, social security number, or other personal information on the Internet without prior permission from a teacher. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate, or make them uncomfortable in any way.

## **G. System Security**

The security of the AOS 77 member school's computers and/or tablets, networks, and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security, or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended, or revoked.

## **H. Additional Rules for Laptops Issued to Students**

1. Laptops and/or tablets are loaned to students as an educational tool and are only authorized for use in completing school assignments.
2. Before a laptop and/or tablets is issued to a student, the student must sign the school's "acceptable use" agreement. Parents are required to attend an informational meeting before a laptop will be issued to their child. Attendance will be documented by means of a "sign in" sheet. The meeting will orient parents to the goals and workings of the student device program, expectations for care of school-issued laptops, Internet safety, and the AOS 77 member school's rules in regard to use of this technology.
3. Students and their parents are responsible for the proper care of laptops and/or tablets at all times, whether on or off school property, including costs associated with repairing or replacing the laptop. AOS 77 member schools offers an insurance program for parents to cover replacement costs and/or repair costs for damages not covered by the laptop warranty. Parents who choose not to purchase insurance should be aware that they are responsible for any costs associated with loss, theft, or damage to a laptop issued to their child.

4. Loss or theft of a laptop and/or tablets must be reported immediately to the classroom teacher and principal, and, if stolen, to the local law enforcement authority as well.
5. The Board's policy and rules concerning computer and/or tablets and Internet use apply to use of laptops at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops issued by school staff.
6. Violation of policies or rules governing the use of computers and/or tablets, or any careless use of a laptop may result in a student's laptop being confiscated and/or a student only being allowed to use the laptop under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.
7. Parents will be informed of their child's login password. Parents are responsible for supervising their child's use of the laptop and/or tablets and Internet access when in use at home.
8. The laptop and/or tablets may only be used by the student to whom it is assigned and by family members, to the extent permitted by Maine's laptop program.
9. Laptops and/or tablets must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

Cross Reference: EGAD – Copyright Compliance

IJNDB – Student Computer and Internet Use

**School Committee**

First Reading

Adopted 8/16/2017

Certifications:

By signing below, the superintendent is acknowledging the following:

- The district has completed one Technology Access Survey per school in the district
- The information submitted in the Technology Access Survey is accurate
- The Learning Technology Plan has been approved by the AOS's school committees
- The district is committing to work the plan (recognizing that plans do evolve over time)

3190 – AOS 77

superintendent@shead.org

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SAU MEDMS ID # & Name

Superintendent Email

08/17/2017

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Superintendent Signature

Date